Northeast Texas Community College
Focused Report
August 6, 2012
Southern Association of Colleges and Schools
Commission on Colleges

Common Documents

Introductory Letter with Instructions
Focused Report
NTCC 2012-2013 Catalog
2012-2013 Organization Charts
2012-2013 Faculty Handbook
2012-2013 Student Handbook
Faculty Roster
Institutional Summary Form

Focused Report

Core Requirements

- **CR 2.8 Faculty**
- **CR 2.9 Learning Resources and Services**
- **CR 2.11.2 Physical Resources**

Comprehensive Standards

- **CS 3.2.10 Administrative Staff Evaluations**
- **CS 3.2.14 Intellectual Property Rights**
- **CS 3.3.1 Institutional Effectiveness**
- **CS 3.3.1.1 Institutional Effectiveness: Educational Programs**
- **CS 3.3.1.2 Institutional Effectiveness: Administrative Support Services**
- **CS 3.3.1.3 Institutional Effectiveness: Academic and Student Support Services**
- **CS 3.3.1.5 Institutional Effectiveness: Community/Public Service**
- **CS 3.4.8 Noncredit to Credit**
- **CS 3.4.11 Academic Program Coordination**
- **CS 3.5.1 General Education Competencies**
- **CS 3.7.1 Faculty Competence**
- **CS 3.8.3 Qualified Staff**
- **CS 3.9.1 Student Rights**
- **CS 3.11.2 Institutional Environment**
- **CS 3.12.1 Substantive Change**
- **CS 3.13.1 Accrediting Decisions of Other Agencies**
- **CS 4.3 Publication of Policies**
- **CS 4.8.2 Distance and Correspondence Education**

2.8 The number of full-time faculty members is adequate to support the mission of the institution and to ensure the quality and integrity of each of its academic programs. **(Faculty)**

Off-Site Committee Comments

The institution indicates that in fall 2011 it employed 38 full-time faculty to teach courses in transfer programs, including six division directors, who receive a two course reduction in courses. Twenty-three faculty teach in the A.A.S. degree programs, including five program and division directors. Eight full-time faculty teach in the A.A.S. program, including six program directors and a coordinator. One full-time faculty member serves as the Director of Developmental education. The Institution's FTE student/faculty ratio is sufficient at 23:1, when compared to other institutions in the state of Texas and nationally, when compared to similar institutions nationally of similar level and size.

The institution, however, did not provide a clear picture of the complete number of full-time faculty who teach online, by division, and by discipline. While the college did provide the percentage of credit hours, by discipline, where more than 50% of a program can be earned, this definition is does not facilitate a judgment on the adequacy regarding the number of full-time faculty by discipline or division. Additionally, in the Art program, during the 2012 semester, all (100%) Art classes were taught by part-time faculty, while the one full-time Art faculty member was given release time to serve as Division Director for Performing and Fine Arts, temporary QEP Director, and a one year term as Faculty Senate President. While the overall number of full-time faculty and student/faculty ratio seem to be adequate, the distribution of full-time faculty, especially in online courses, by division, and in disciplines such as Art, are either insufficient or the institution did not provide sufficient evidence to reach a determination.

Response of the Institution

The number of full-time faculty teaching online by division and discipline is included in the FT PT Faculty Ratio Table. A summary below shows percentages of semester credit hours taught by full-time and part-time faculty for instruction at all locations/all delivery methods compared to online delivery for the last three semesters.

Semester	Instruction-All Locations		Instruction-Online Only	
	Full-time	Part-time	Full-time	Part-time
Spring 2011	65%	35%	44%	56%
Fall 2011	67%	33%	39%	61%
Spring 2012	67%	33%	42%	58%
Average	66.3%	33.7%	41.7%	58.3%

The use of part-time faculty for online instruction exceeds the overall use of part-time faculty primarily based on the fact that, as a rural institution, NTCC must rely on the use of faculty at a distance when local resources are not available to cover all disciplines or courses.

Full-time faculty members maintain full responsibility for curriculum and ongoing assessment for all academic programs at NTCC, thereby assuring that regardless of the number of part-time faculty members teaching in any given semester, the quality and integrity of each program is assured.

The full-time Art Professor/Division Director for Performing and Fine Arts concluded a term as Faculty Senate President in the spring of 2012. In fall 2012, she will conclude her responsibilities as QEP Development Director. Both of these events will result in her return to the standard teaching load for a Division Director. The college will continue to meet the needs in the art department by hiring part-time art faculty who have the expert skill sets necessary to offer a broad-based program. Part-time faculty in the art department specialize in watercolors, ceramics, jewelry, and photography and all contribute to ensuring the breadth, quality and integrity of the art program at NTCC.

2.9 The institution, through ownership or formal arrangements or agreements, provides and supports student and faculty access and user privileges to adequate library collections and services and to other learning/information resources consistent with the degrees offered. Collections, resources, and services are sufficient to support all its educational, research, and public service programs. **(Learning Resources and Services)**

Off-Site Committee Comments

The institution provides information about its collections and services which may indeed be sufficient for an institution with 3,350 students. Its library has generous physical and electronic collections. In recent surveys faculty and students rated electronic resources and instructional support very highly. However evidence is unclear about how it serves multiple campuses and centers, such as the use of a courier to provide students at different campuses access to library materials.

Institutional Response

Northeast Texas Community College consists of one primary main campus and five much smaller off-site locations as indicated in the chart below. Three of the off-site locations have only specialized programs (Industrial Technology, Culinary Arts, and Adult Education/GED) for which required learning resources are housed on-site. The total number of students at the off-site locations is significantly smaller than the total number of students served on the main campus.

Enrollments at NTCC Main Campus and Off-Site Locations

Location	Spring 2011	Fall 2011	Spring 2012
	Students Served	Students Served	Students Served
Main campus	2,407	2,539	2,310
Hanson-Sewell Center	211	242	139
Industrial Technology Training Center	16	30	32
Naples/Omaha Center	45	45	33
Our Place Restaurant	31	40	40
Mt Pleasant Adult Education Center	Non-credit, Adult Education/GED courses only in facility shared with local school district		

NTCC faculty, students, and staff at off-site centers may register for library cards and request and/or return library materials without having to physically visit the Learning Resource Center on NTCC's main campus. Library materials may be requested from any off-campus Center Director in person, via phone or email, and can be retrieved from and returned to the off-campus location. Information regarding the procedure for requesting library materials for students and faculty at off-campus locations is published on the LRC website, the Student Handbook, and the Faculty Handbook.

2.11.2 The institution has adequate physical resources to support the mission of the institution and the scope of its programs and services. **(Physical Resources)**

Off-Site Committee Comments

The institution reported having seven campuses: three in the city of Mt. Pleasant, two in Pittsburg, and one in Naples. The institution provided only a map of one campus and a list of the addresses of the physical resources, therefore there was no evidence of the condition or the adequacy of the physical resources. Institutions should indicate purpose, programs, operations, and activities of each campus.

Institutional Response

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Main Campus

Physical address: 2886 FM 1735, Mount Pleasant, TX 75455, (903) 434-8100, (800) 870-0142.
The main campus today comprises 375 acres situated in a rural location close to the Chapel Hill community and the Chapel Hill ISD campus. The main NTCC campus is located approximately equidistant between the county seats of the three counties which make up the NTCC taxing district: Daingerfield (Morris County), Mount Pleasant (Titus County), and Pittsburg (Camp County). The campus design is attractive; most campus buildings are constructed of earth-tone brick and have copper-tone metal roofs. The interior plaza, used for pedestrian traffic only, is graced with large fountains and is beautifully landscaped.
The original campus including most of the instructional space mentioned below was constructed between November 1984 and August 1985, and the first classes were held on the campus in the Fall of 1985. The campus includes the following buildings; unless a different year of construction is indicated, buildings were constructed in 1984-85.

- The Business Technology Building primarily houses Business, Accounting, Computer Science, and Cosmetology along with the Small Business Development Center and the Continuing Education Department. The Testing Center is also located in this facility. The BT Building recently underwent a flooring upgrade and a complete repainting of all hallways. The building contains 18,876 square feet divided between instructional, support, and administrative functions.
- The Carroll Shelby Automotive Technology Building was constructed in 2005 and houses the Carroll Shelby Automotive Technology Program. The building contains 17,357 square feet, primarily for instruction and instructor offices. The 8,700 square foot shop area contains twelve 15x30 foot bays; eight contain a workbench and automobile lift, two have four-post automotive alignment racks with Hunter alignment systems, one is a flat bay, and one contains the Auto Body program's paint booth; there are also two secure storage areas. Elsewhere, there are three 1,500 square foot instructional spaces: the electrical/electronics lab, the transmission/drive-train lab, and the engines lab. The Shelby Building also contains four instructor offices. Outside there is a fenced and secure area with ample parking for the program's 20+ lab vehicles and student project vehicles, a covered 15x81 foot wash bay, and covered storage for various engines, transmissions, and components utilized in program instruction.
- The Criminal Justice Center houses the Northeast Texas Community College Police Academy, was constructed in 2005, and contains 6,832 square feet. It includes a classroom, 8-lane, 25-yard long scenario-based indoor firing range which allows various lighting simulations. The program also maintains a 5-station outdoor firing range, an approximately 4-acre concrete driving pad and 5 police vehicles. One other classroom, located in the Industrial Technology building, is also assigned to the program; it contains a mock jail cell.
- The Elizabeth Hoggatt Whatley Agriculture Complex, situated on the Demonstration and Research Farm, is a LEED®-certified Platinum net-zero facility which includes on-site solar and wind powered electrical generation, rainwater harvest off two roofs, a pervious parking lot, a 13,000 square foot covered agricultural pavilion, and three instructional spaces including a Teaching Kitchen. The building, which contains approximately 8,500 square feet, was first occupied in early October 2010. The Agriculture Department is currently developing the 12-acre Eagle Eye Demonstration Garden which wraps around the instructional facility. The Agriculture Complex and associated Eagle Eye Demonstration Garden are located on the 225-acre Demonstration and Research Farm directly across FM 1735 from main campus. Instructional space includes a large lecture room, smaller wet lab, and a commercial-grade kitchen; four faculty offices are located in the opposing building wing.
- The Humanities Building, consisting of 19,074 square feet, houses instructional space, an art studio, and faculty and staff offices for Spanish, English, history, philosophy, art, literature, sociology, journalism and the *Eagle* (campus newspaper) lab and office. Offices of the Director of the NTCC Honors Program, the Director of Developmental Education, and Adult Education are also housed in the Humanities building. The Academic Skills Center is also located in the Humanities Building, providing tutoring, a computer lab, and assistance with writing for any NTCC course. During the summer of 2012, the Humanities Building underwent a flooring upgrade and a complete repainting of all hallways and classrooms.
- The Industrial Technology Building contains 12,852 square feet of instructional and departmental space, including biology labs, a computer lab, instructional space for teaching public speaking and criminal justice, and the offices of Upward Bound and Communities-in-

Schools. Flooring and walls received a significant face-lift in 2009, and all-new HVAC equipment was installed in early 2010. The Art Department's pottery lab is also located in here, as is an ITV classroom.

- The Learning Resource Center, housing the library, the recently-remodeled College Store, the new Copy Center, and the new Caddo Café, contains 15,087 square feet. The book collection consists of over 32,000 volumes; over 300 periodicals and newspapers are received in print and microfiche, and many hundreds more are available online through database subscriptions. The primary mission of the Learning Resource Center is to provide the information resources and services necessary to support the College's instructional programs.
- The Math/Science Building contains instructional space for the natural and physical sciences and mathematics, and offices for faculty teaching in these areas. The Math/Science Building also contains an open-access supervised computer lab and is a 19,346 square foot structure.
- The Physical Fitness Annex (PFA) is presently vacant; when finances allow, the facility will be repurposed to house administrative offices for the College; the building contains 4,158 square feet; activities previously housed in the PFA have now moved to the recently-constructed Fitness Center.
- Student Housing East (SHE) and Student Housing West (SHW) are the College's two residence halls. Combined, these two facilities contain 59,684 square feet and provide housing for up to 220 people. SHW was constructed in 1991-92; SHE was constructed in 2011 and first occupied at the beginning of the 2011 fall semester. SHW provides typically-arranged dorm space for men and women in separate wings, with a common study and recreational area between the two wings. Students are housed four to a suite. The Director of Housing and his family are located in an apartment found in SHW. Three coaches – designated as hall directors – are also located in SHW. An RA is also housed in the facility in an RA suite. SHE provides two styles of housing: semi-private units and private units. The SHE Hall Director occupies a private suite, as does the maintenance/custodial/hall director; two RAs are housed in a private suite as well.
- Student Services Center, to be renamed from the "Administration Building" upon relocation of administrative offices and functions to the presently vacant Physical Fitness Annex, contains 11,673 square feet. In addition to presently housing administrative offices, many student support services are hosted by the structure, including the College Connection Center/Advising, Financial Aid, Admissions, the Registrar's Office, etc. The Student Services/Administration Building recently underwent a flooring upgrade and a complete repainting of all open spaces.
- The Student Union Building contains 16,149 square feet. It houses the office of the Director of Student Activities/Multicultural Affairs, food services, vending machines, public telephones, a game room, and meeting rooms. Food serving space and meeting rooms recently received significant updating and expansion in the case of food service space.
- Vocational Technology Building provides instructional and faculty office space for the Welding and Auto Body programs. The building contains 18,714 square feet primarily allocated to shop space, faculty offices, and storage.
- University and Health Science Center, constructed in 2005, added 39,176 square feet of instructional, clinical, and faculty and staff office space. Meeting rooms are also found therein, as is an ITV classroom. Office space is also provided in the building for Texas A&M University—Texarkana for faculty whose primary teaching assignment is on the NTCC Campus; TAMU-T faculty also utilize the instructional spaces in the University and Health

Science Center as well as elsewhere on the NTCC campus. In addition to TAMU-T faculty, UHS provides primary clinical and instructional space for allied health-related disciplines on campus (dental hygiene, emergency medical services, medical assistant, medical laboratory technology, nursing, physical therapy assistant, and radiologic sciences).

- The recently-completed Fitness Center boasts 6,251 square feet of floor space, divided into two large rooms and one smaller room, bathroom/locker rooms, and offices. The largest room is designated for spin and other aerobic classes and contains sufficient space for instruction of 30 individuals. The other large room contains weight machine stations, treadmills, and other Cybex® gym and exercise equipment. The smaller room contains free weights. The facility is available from 5:00 AM – 11:00 PM during the week. On weekends and after hours it is accessible to dorm students and full-time faculty/staff with a magnetic key card. Classes taught in the facility include aerobic exercise, weight training, indoor cycling, and other classes meeting the physical education requirement in the curriculum. Other recreational and athletic facilities are also located on the NTCC campus, including the Bernat Athletic Building, Bob Baker Stadium, the Field House, the Priefert Rodeo Complex, a new soccer field, a recently-completed tournament-quality softball field and associated practice field, a Student Activities Complex which includes an outdoor basketball court, and a set of 3 tennis courts.
- Jim and Elizabeth Whatley Center for the Performing Arts, completed in the fall of 1991, features a theatre with an instructional stage and seating for 570. The lobby area doubles as an art gallery for student and visiting art shows, and the building includes theatre and music classrooms. The building contains 26,129 square feet. A capital campaign (*The Campaign for the Whatley*) is presently underway to raise $750,000 for needed remodeling and upgrades, including auditorium renovation, foyer updates, and external upgrades to improve safety and aesthetics.

Off-campus Locations

In addition to its main campus, NTCC also maintains off-campus locations, as described below.

- Hanson-Sewell Center. Physical address: 237 College St., Pittsburg, TX 75686, (903) 855-1441. The Hanson-Sewell Center in Pittsburg opened in the fall of 2005 and contains 6,558 square feet of instructional, meeting, and office space. A variety of services are offered at the Center, including credit courses, continuing education programming, and adult education programming. Fast-track hybrid credit classes that allow students to complete course work in only 5 weeks are offered at the Center, and students seeking a bachelor's degree can take coursework toward a Bachelor of Social Work through a cooperative agreement with Texas A&M University—Commerce. Adult education programming includes English as a Second Language (ESL) and general education development (GED) preparation. Student services offered at the Center include assistance with registration, advising, placement testing, and financial aid advisement. The building includes five classrooms, one of which is a computer lab and distance learning facility. The Center is equipped with wireless internet capabilities and a computer lab which is open to the public during normal operating hours. The conference room can also be used as a small classroom or for tutorials. The building is also designed to accommodate community meetings and events. Two of the classrooms and the commercial grade kitchen can be used for community banquets and dinners or can be used by area businesses for professional meetings.
- Our Place Restaurant. Physical address: Our Place Restaurant, 114 Jefferson Street, Pittsburg, TX 75686, (903) 856-7000. The NTCC Our Place Restaurant facility, located in downtown Pittsburg, was acquired by NTCC and opened in the fall of 2008. This

approximately 5,000 square foot facility houses the Julia Truitt Culinary Arts program and includes a commercial-grade kitchen, restaurant facilities with tables and seating for approximately 225 people, a classroom, and student lounge area. In addition to its primary use as an instructional facility, the remodeled Our Place Restaurant can accommodate community meetings, banquets, or can be used by area businesses for professional meetings when available.

- Naples-Omaha Center. Physical address: Naples Civic Center, 412 W.L. "Doc" Dodson Blvd., Naples, TX 75568, (903) 897-2935. The College opened the Naples-Omaha Center in August 1997 in the former David Granberry Memorial Hospital Building at 201 Craig Street in Naples, Texas. In January, 2010 through a partnership with the City of Naples, the Naples-Omaha Center was relocated to the Naples Civic Center at 412 W.L. Doc Dodson Blvd. (Hwy 67) to occupy approximately 4,800 square feet of space. The Center is equipped with wireless internet capabilities and a computer lab which is open to the public during normal operating hours. The building includes two small classrooms, one large multi-purpose classroom, and a computer lab. The Center offers a wide range of college credit and continuing education courses, basic literacy instruction, an Upward Bound high school tutorial program, Head Start, and LaserGrade state certification testing. The Center offers credit classes in addition to a variety of other services including help for students wishing to apply for admission, take placement tests, apply for financial aid, receive academic advisement, register for classes, and pay tuition and fees, making the Center a “one-stop” service provider for new and continuing students. The center is also designed to accommodate community meetings and events. In addition, NTCC entered into a partnership with Paul Pewitt CISD to occupy space at the newly renovated Technology Center located on Hwy 67 near the Pewitt High School campus. This facility offers dual credit classes and free general education development (GED) preparation classes, as well as other credit and continuing education courses.
- Mount Pleasant Community Adult Education Center. Physical address: 201 N. Gibson Avenue, Mount Pleasant, TX 75455, (903) 575-2130. The Mount Pleasant Community Adult Education Center is a partnership between NTCC and the Mount Pleasant Independent School District. Services include: adult basic education and GED preparation, English as a second language instruction, tutoring, testing for the Texas Workforce Center, and computer-assisted instruction.
- Industrial Technology Training Center. Physical address: 1100 Lakewood Drive, Mount Pleasant, TX 75455, (903) 434-8145. The Industrial Technology Training Center (ITTC) is a 15,625 square foot facility, formerly used as a distribution warehouse, which has now been transformed into a state-of-the-art training facility. The instructional space at the ITTC is comprised of one general function classroom, one computer lab, a computer aided drafting (CAD) lab, an electrical occupations lab, and an industrial technology lab. Additionally, the ITTC has space for student services, offices for the Director and faculty, as well as a student lounge and vending area. The facility’s design allows the instructional space to be easily transformed to meet the training needs of business and industry. The facility was opened with the following three programs as focal points: Industrial Technology, Electrical Occupations, and Computer Aided Drafting (CAD). The ITTC was developed as a partnership between NTCC, the Mount Pleasant Industrial Development Corporation, and Mount Pleasant Independent School District, and is governed by the Northeast Texas Education Cooperative. The Coop’s Executive Board is comprised of the Superintendent of Mt. Pleasant Independent School District (or designee), the President of Northeast Texas Community College (or designee), and the Executive Director (or designee) of the Mt.

Pleasant Industrial Foundation. Instruction at the ITTC falls into four primary categories: college credit, dual-credit with area high school students, high school only, and continuing education and corporate training. Classes can be initiated and completed at various times during the year, with instruction taking place 12 months per year.

Computing Resources

Another vitally important physical resource that NTCC maintains is its technology backbone and infrastructure. In 2002 there were ten computer labs, most faculty members had desktop computers, and Plant Services was responsible for the phone system. WebCT had just been installed and there were few courses being taught online. NTCC did not provide email accounts for students and campus connectivity to the Internet was provided through a fractional T1 circuit from Texas A&M University—Commerce. IP addresses were statically assigned which means there were likely fewer than 254 network devices (computers, servers, printers, and switches) on the network. There were only 3 servers in use at that time. Starting in mid-2002, NTCC embarked on an aggressive upgrade of its technology campus infrastructure which was primarily funded through various grants. Highlights of these improvements include joining the NETnet consortium, the installation of an ITV classroom and multiple servers, activation of eight Cisco switches which today form the core of the main campus technology infrastructure, the addition of many wireless access points, addition of wireless Ethernet bridges to connect the main campus with outreach centers and the Research and Demonstration Farm, and the purchase of many computers which were installed in open-access and classroom-based computer labs. In addition, data projectors were purchased and installed in all classrooms, and a new digital/VoIP hybrid phone system was installed.

Most recently, Computer Services purchased and installed a new Exchange server, a new Storage Area Network, a new server for POISE, a Cymphonix Network Composer, a new Hyper-V server to run Zogotech, Computer Services extended their fiber optic network to the Physical Fitness Annex, the Whatley Agriculture Complex, Student Housing East and associated Fitness Center; this extended fiber optic network creates a second campus-wide network for security and management functions, including video surveillance, door entry controls, HVAC monitoring and control, and a completely new fire alarm system. Computer Services personnel worked with contractors from KLC Video Security, Schneider Electric, and Simplex-Grinnell to install, configure, test and implement an entirely separate and secure network for video surveillance, building entrance security, network-based HVAC controls, and a fiber-based fire alarm system. Computer Services also played a central role in creating specifications for the ordering of computing and communications equipment for the recently opened Industrial Technology Training Center.

As funds become available, near future upgrades in the College's computing infrastructure and resources include three significant projects:

- Migration of student email and the maintenance of such to an off-campus vendor.
- Complete replacement of the wireless infrastructure to increase capacity, which will have three net effects: support increased numbers of students as NTCC continues to grow, provide increased bandwidth to increase speed and capacity of the network, and enhance wireless connectivity to support an increasingly complex number of wireless devices.
- Restructure and refresh the wired network to more efficiently utilize existing resources, increase bandwidth, and allow the currently open and flat network to be segmented into VLANs for improved flexibility, isolation of management sectors, and to reduce unnecessary cross-network traffic.

Title III-Related Computing Upgrades

NTCC recently received Title III funding for a five-year project entitled *Increasing Educational Access across Rural Northeast Texas*. The grant includes three initiatives:

- Curriculum revision for improved instructional quality and expanded distance delivery;
- Development of online student services;
- Enhancement of technology infrastructure to support infusion of simulated instruction and distance learning.

The last of these three initiatives includes acquisition of additional technological resources to support a web portal designed to increase ease-of-access for on-line courses and on-line student services. Upgrade and expansion of server capacity to accommodate increased volume of on-line users is also included in the grant funding.

Recent Changes in NTCC's Physical Plant

Since NTCC's last SACS accreditation, the following changes in physical facilities have occurred:

- Sale of the former outreach center in Naples, TX (David Granberry Hospital);
- Divestment of the truck driving school which was located in Lone Star, TX;
- Construction of the Elizabeth Hoggatt Whatley Agriculture Complex, the Student Housing East Residence Hall and associated Fitness Center;
- Upgrades in HVAC and exterior lighting: All HVAC, interior, and exterior lighting systems that were part of the original plant were upgraded to new high efficiency systems, and a building automation system was added; work was primarily done in 2009 and 2010.
- Addition of a campus wide security system, including emergency siren/enunciator: A campus-wide camera monitoring system with over 150 cameras has been implemented to provide an overall non-time-limited safety program that monitors the entire campus;
- Addition of a tournament-quality softball field;
- Addition of soccer field to provide a venue for men's and women's soccer to compete;
- Expansion of campus parking was required due to increases in enrollment; 240 spaces were added;
- Discontinuation of Radiological Sciences program; space allocated to this program in the University Health Sciences Building will be repurposed;
- Additional water supply wells were added: an 800-foot fresh water well to increase capacity and provide for emergency services was added near the original water well and treatment facility on main campus, and a new 750-foot well was drilled at the Elizabeth Hoggatt Whatley Agriculture Complex to provide potable water for building use and to provide a reliable source of irrigation water for the Eagle Eye Demonstration Garden;
- Campus signage upgrade;
- Remodel of the campus bookstore was completed in mid-September 2011 and created a space nearly three times the original (3,312 vs. 1,152 square feet). With the realignment of Printing Services/Graphics into bookstore operations additional floor space was freed up for incorporation into the existing space;
- Remodel of the campus dining facility provided an additional 340 square feet to accommodate additional on-campus and day students, especially for the noon meal;
- Creation of the Caddo Café, designed to provide "sticky space" and gourmet coffee where students can hang out to study between classes; 768 square feet were carved from the Learning Resource Center to create this space;
- On-going repainting and flooring changes coupled with additional future funding to move forward with a complete face lift for the entire campus.

Deferred Maintenance 5-year plan

Since the bulk of campus was constructed 27 years ago, aging of campus infrastructure has occurred. The first attempt to identify campus maintenance needs was a Property Condition Assessment prepared for the College by Carter-Burgess of Fort Worth, TX in 2000-2001. Due to budgetary constraints over the last 5-10 year period, some needed maintenance was deferred, a common occurrence at many institutions of higher education in Texas. NTCC now has in place a five-year plan for addressing deferred maintenance in the campus' physical plant. Highlights of this plan follow:

- Total deferred maintenance to be addressed in FY 12 – FY 16 is approximately $1.75 million.
- Due to changes in state funding and decreased property tax inflows, some deferred maintenance originally scheduled for FY 12 has been postponed to FY 13. Items postponed include
  1. Campus painting;
  2. Campus flooring upgrades to include carpet removal, grinding and polishing of the underlying concrete, and staining of the same; and
  3. Remodel/refresh of Student Housing West;
  4. If funds should become available, the President's cabinet will fund projects per an established priority list for unfunded projects.
- Deferred maintenance expenditures vary year to year but are on average approximately $350,000 per FY for the upcoming 5-year period.
- The following table provides additional detail regarding the 5-year deferred maintenance plan:

	FY12	FY13	FY14	FY15	FY16	Total
Campus Painting	~~48,400~~	48,400	-	-	-	
Campus Floor Staining	~~42,000~~	42,000	-	-	-	
Old Dorm Remodel	~~50,000~~	50,000	50,000	50,000	50,000	200,000
Plant Services Upgrade	-	-	-	30,000	-	30,000
LRC Carpet Change Out	-	60,000	-	-	-	60,000
Sand Blast & Paint Water Tank Interior	40,000	-	-	-	-	40,000
Rehab pump	10,000	-	-	-	-	10,000
BT Roof Replacement	-	-	-	-	210,000	210,000
IT Roof replacement	-	-	-	190,000	-	190,000
Roof Preventive Maintenance	30,000	30,000	30,000	30,000	30,000	150,000

Pipe Restoration (35K ft est.)	-	457,000	-	-	-	457,000
Seal Coat & Repair Parking Lot	-	-	200,000	-	-	200,000
Contingency	20,000	-	-	-	-	20,000
Total Deferred Maintenance	100,000 ~~220,400~~	687,400	280,000	300,000	290,000	1,777,800

3.2.10 The institution periodically evaluates the effectiveness of its administrators. **(Administrative staff evaluations)**

Off-site Committee Comments

The institution, through local policy titled “Status of Employment Evaluation” dated 8/4/2011, has established a procedure for evaluating the effectiveness of its administrators on an annual basis. The documentation submitted did not provide evidence of evaluation of the institution’s administrators.

Institutional Response

Northeast Texas Community College's Policy: DLA (Local) Status of Employment Evaluation clearly states that "All College District employees shall be evaluated in the performance of their duties at least annually." As indicated in CS 3.2.1, the Board of Trustees evaluates the college president. All other personnel, including all members of the administrative staff are evaluated by their immediate supervisors.

NTCC is currently in the process of converting many human resource management functions (payroll, time reporting, vacation/absence reporting, performance appraisals, etc.) from internal management to a hosted system through ADP Services. This new system will be fully operational in fall semester 2012 and in addition to streamlining many functions, also includes automated reminders for annual activities such as performance appraisals. This accountability feature will ensure that performance is reviewed on a timely basis.

Documentation of Performance Appraisals for all senior administrators is provided. Completed performance appraisals are retained in each employee's Human Resources file or scanned electronically and stored in DocuBase.

3.2.14 The institution's policies are clear concerning ownership of materials, compensation, copyright issues, and the use of revenue derived from the creation and production of all intellectual property. These policies apply to students, faculty, and staff. **(Intellectual property rights)**

Off-site Committee Comments

The institution's policies concerning ownership of materials, copyright issues, patenting and compensation derived from the creation, production, patents and copyrights of any and all intellectual property whether by faculty, staff or students are clearly spelled out in "Policy DB (Local) Intellectual Property." The only issue is that it appears this policy is only published in this one location. The institution's policy was not found published in the Student Handbook or the institution's catalog; therefore, students' ability to know of, understand and comply with this policy could be compromised and difficult. With the policy not provided in the institution's Faculty Handbook and not readily accessible, an employee's ability to know, understand and comply could be difficult as well.

The institution did not provide evidence of implementation or enforcement of the policy. It should either provide such evidence or, if it has not had instances where enforcement of the policy has been necessary, it should provide a statement to that effect.

Institutional Response

Policy DB (Local) Intellectual Property is published in the Student Handbook and the Faculty Handbook. The policy has been enforced as indicated in the communication between the Vice President of Instruction/Student Development and the art faculty related to NTCC art students selling artwork in a campus art show.

3.3.1 The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in each of the following areas **(Institutional Effectiveness)**:

Institutional Response

The final steps of a phased-in approach to instructional and administrative assessment which began with a new Strategic Plan in 2008 will be completed during fall semester 2012. The two primary components called for in the Strategic Plan are comprehensive program review on a rotating five-year cycle, and annual outcomes assessment. Three cycles of instructional program review and two cycles of administrative program review have been completed to date. One cycle of annual administrative outcomes has been completed and one cycle of instructional student learning and program outcomes will be completed at the start of fall semester 2012.

Program Review

The following instructional programs have completed the comprehensive Instructional Program Review and Peer Review process. A sample from each organizational division is included in this document. All Program Reviews are on file in the Office of Institutional Effectiveness and Research.

Pilot Group – Spring 2011

- Biology (Arts and Sciences)
- Nursing
- Office Technology
- Psychology

Fall 2011

- Business Administration (Workforce Education)
- Journalism
- Math

Spring 2012

- Computer Science
- Criminal Justice
- Emergency Medical Services
- Medical Lab Technology (Allied Health Science)
- Philosophy
- Sociology

The following non-instructional departments have completed the comprehensive Administrative Program Review and Peer Review process. A sample from each cycle is included in this document. All Program Reviews are on file in the Office of Institutional Effectiveness and Research.

Fall 2011

- Institutional Effectiveness and Research (Administrative Support Services)

- Adult Education (Public/Community Service)
- College Connection Center/Advising

Spring 2012

- College Store (Academic Support Services)
- Whatley Center for the Performing Arts
- Learning Resource Center

Annual Outcomes

All instructional programs have developed program and student learning outcomes and assessment is currently in process to be completed during in-service in August 2012.

All administrative departments have developed and assessed department outcomes which are linked below.

Details are outlined in the subsections to follow.

3.3.1.1 Institutional Effectiveness: Educational programs, to include student learning outcomes

Off-site Committee Comments

The institution's narrative indicates the identification of expected outcomes at the course and program level. Evidence to support the narrative was found within the PDF document entitled "Program Level Outcomes NTCC" and four PDF documents that displayed the Student Learning Outcomes.

There was no evidence as to how the institution "assesses the extent to which it achieves these outcomes" and "provides evidence of improvement based on analysis of the results in educational programs".

Institutional Response

Program Review

The program review that each instructional discipline conducts on a five-year rotating cycle has two parts that contribute to assessment and program improvement. First, all faculty in each discipline prepare a comprehensive self-study during which the need for improvement is identified in the following categories: purpose, curriculum, student learning, course delivery, human and fiscal resources, strengths and weaknesses, professional development, program administration, and outreach. Second, a peer review committee evaluates each self-study and makes additional recommendations and/or suggestions for the faculty to consider. Once the peer review process is completed, the supervisor one step above the discipline works with the faculty to create a plan of action and timeline for addressing areas that have been identified for improvement. The faculty of each discipline are responsible for implementing and completing the action plan and finally, report the results of their action plan to the supervisor when completed. (Please see narrative in 3.3.1 for evidence of Program Reviews completed)

Annual Outcomes

Each instructional discipline has also developed student learning outcomes and program level outcomes that are assessed annually. As indicated in the Student Learning Outcomes Reporting Process, the first cycle of assessment of these outcomes is currently underway and will be completed during in-service activities at the start of fall semester 2012. The results will be available for review when the visiting team arrives on campus.

3.3.1.2 Institutional Effectiveness: Administrative Support Services

Off-site Committee Comments

The institution's narrative indicates the identification of expected outcomes with administrative support services. Evidence to support the narrative was found within the PDF document entitled "Division and Departmental Outcomes NTCC".

There was no evidence, though, as to how the institution "assesses the extent to which it achieves these outcomes" and "provides evidence of improvement based on analysis of the results in administrative support services".

The institution's narrative did indicate that the outcomes portion of the assessment process is still in development. The first cycle of results are not scheduled to be completed until spring 2012. Therefore, as reflected by the narrative, the institution's compliance with these areas, upon a review of the PDF document entitled "Division and Departmental Outcomes NTCC," did not cite evidence of these two measures. The areas entitled "Status Reports", "Actual Results", and "Use of Results", where this information should have been placed, were blank.

Program Review

Mirroring the instructional process, the program review that each administrative support department conducts on a five-year rotating cycle has two parts that contribute to assessment and program improvement. First, all staff in each department prepare a comprehensive self-study during which the need for improvement is identified in the following categories: purpose, impact on student recruitment and success, strengths and weaknesses, service to the campus and broader community, continuous improvement, human/physical/financial resources, partnerships, and vision for the next five years. Second, a peer review committee evaluates each self-study and makes additional recommendations and/or suggestions for the staff to consider. Once the peer review process is completed, the supervisor one level above the department works with the department staff to create a plan of action and timeline for addressing areas that have been identified for improvement. The staff of each department are responsible for implementing and completing the action plan and finally, report the results of their action plan to the supervisor when completed. (Please see narrative in 3.3.1 for evidence of Program Reviews completed)

Annual Outcomes

Each administrative department has also developed administrative outcomes that are assessed annually. The first cycle of results of these outcomes has been assessed and reported by all departments.

3.3.1.3 Institutional Effectiveness: Academic and Student Support Services

Off-site Committee Comments

The institution's narrative indicates the identification of expected outcomes with academic and student support services. Evidence to support the narrative was found within the PDF document entitled "Division and Departmental Outcomes NTCC", which was evidence from 3.3.1.2.

There was no evidence, though, as to how the Institution "assesses the extent to which it achieves these outcomes" and "provides evidence of improvement based on analysis of the results in academic and student support services".

The institution's narrative did indicate that the outcomes portion of the assessment process is still in development. The first cycle of results are not scheduled to be completed until spring 2012. Therefore, as reflected by the narrative, the institution's compliance with these areas, upon a review of the PDF document entitled "Division and Departmental Outcomes NTCC," did not cite evidence of these two measures. The areas entitled "Status Reports", "Actual Results", and "Use of Results", where this information should have been placed were blank.

Program Review

Mirroring the instructional process, the program review that each student support services department conducts on a five-year rotating cycle has two parts that contribute to assessment and program improvement. First, all staff in each department prepare a comprehensive self-study during which the need for improvement is identified in the following categories: purpose, impact on student recruitment and success, strengths and weaknesses, service to the campus and broader community, continuous improvement, human/physical/financial resources, partnerships, and vision for the next five years. Second, a peer review committee evaluates each self-study and makes additional recommendations and/or suggestions for the department staff to consider. Once the peer review process is completed, the supervisor one level above the department works with the department staff to create a plan of action and timeline for addressing areas that have been identified for improvement. The staff of each department are responsible for implementing and completing the action plan and finally, report the results of their action plan to the supervisor when completed. (Please see narrative in 3.3.1 for evidence of Program Reviews completed)

Annual Outcomes

Each administrative department has also developed administrative outcomes that are assessed annually. The first cycle of results of these outcomes has been assessed and reported by all departments.

3.3.1.5 Institutional Effectiveness: Community/Public Service within its mission, if appropriate

Off-site Committee Comments

The institution's narrative indicates the identification of expected outcomes with community/public service. Evidence to support the narrative was found within the PDF document entitled "Division and Departmental Outcomes NTCC."

There was no evidence, though, as to how the Institution "assesses the extent to which it achieves these outcomes" and "provides evidence of improvement based on analysis of the results in community/public service".

The institution's narrative did indicate that the outcomes portion of the assessment process is still in development. The first cycle of results are not scheduled to be completed until spring 2012. Therefore, as reflected by the narrative, the institution's compliance with these areas, upon a review of the PDF document entitled "Division and Departmental Outcomes NTCC," did not cite evidence of these two measures. The areas entitled "Status Reports", "Actual Results", and "Use of Results", where this information should have been placed, were blank.

Institutional Response

Program Review

Mirroring the instructional process, the program review that each community/public service department conducts on a five-year rotating cycle has two parts that contribute to assessment and program improvement. First, all staff in each department prepare a comprehensive self-study during which the need for improvement is identified in the following categories: purpose, impact on student recruitment and success, strengths and weaknesses, service to the campus and broader community, continuous improvement, human/physical/financial resources, partnerships, and vision for the next five years. Second, a peer review committee evaluates each self-study and makes additional recommendations and/or suggestions for the department staff to consider. Once the peer review process is completed, the supervisor one level above the department works with the department staff to create a plan of action and timeline for addressing areas that have been identified for improvement. The staff of each department are responsible for implementing and completing the action plan and finally, report the results of their action plan to the supervisor when completed. (Please see narrative in 3.3.1 for evidence of Program Reviews completed)

Annual Outcomes

Each administrative department has also developed administrative outcomes that are assessed annually. The first cycle of results of these outcomes has been assessed and reported by all departments.

3.4.8 The institution awards academic credit for course work taken on a noncredit basis only when there is documentation that the noncredit course work is equivalent to a designated credit experience. **(Noncredit to credit)**

Off-site Committee Comments

The institution publishes a Credit by Examination policy that describes fully how credit is awarded; however, the institution does not provide documentation to determine credit equivalency.

Institutional Response

Northeast Texas Community College (NTCC) awards credit for course work taken on a noncredit basis when there is documentation that the noncredit course work is equivalent to a designated credit experience. Policy: ECD (Local) Instructional Arrangements, Credit by Examination describes the process of awarding credit through departmental examination, or for learning achieved through experiences outside typical educational settings.

NTCC has not awarded credit for non-credit work since its last reaffirmation of accreditation in 2002.

3.4.11 For each major in a degree program, the institution assigns responsibility for program coordination, as well as for curriculum development and review, to persons academically qualified in the field. In those degree programs for which the institution does not identify a major, this requirement applies to a curricular area or concentration. **(Academic program coordination)**

Off-site Committee Comments

The institution assigns supervision of each program, curricular area or concentration to a specific individual. The institution currently has no one to oversee the Agricultural area and reports a vacancy. The employees assigned responsibility for program coordination, as well as for curriculum development and review of curricular areas of Automotive Technology and Cosmetology lack academic qualification in these fields. The individual coordinating the cosmetology program does not possess an educational background and foundation in the field of cosmetology. The individual assigned responsibility for program coordination of automotive technology does not possess an education in foundation in automotive technology.

Institutional Response

Each program, curricular area or concentration offered at Northeast Texas Community College is administered by a department under the supervision of an academically qualified individual.

Agriculture

The Director of Agriculture, Research and Demonstration Farm was approved at the Board of Trustees meeting in June 2012 and began work on July 16, 2012. The Director, Ms. Rene' McCracken, possesses a Master of Science in Agriculture - Poultry Science from The University of Arkansas-Fayetteville.

Automotive Technology

A full-time faculty member in the Carroll Shelby Automotive Technology Program was appointed to the position of program director at the Board of Trustees meeting in June 2012 effective July 1, 2012. The Director of the Carroll Shelby Automotive Technology Program, Mr. Keith Fennimore, possesses an Associate in Specialized Technology Degree in Auto, Gas, and Diesel Technology from Pennco Tech. He additionally holds the Master Automobile Technician Certificate from the National Institute for Automotive Service Excellence in the following areas: Engine Repair, Automatic Trans/Transaxle, Manual Drive Train and Axles, Suspension and Steering, Brakes, Electrical/Electronic Systems, Heating and Air Conditioning, and Engine Performance.

Cosmetology

The coordinator for the Cosmetology Department, Ms. Debbie Lovelady, will be awarded the Associate of Applied Science Degree in Cosmetology from Northeast Texas Community College on August 10, 2012. The coordinator has significant teaching experience (over 20 years) in cosmetology including Aladdin Beauty College (1984-1994), Paris Junior College (1995-2007) and Northeast Texas Community College (2008-present).

3.5.1 The institution identifies college-level general education competencies and the extent to which students have attained them. **(General education competencies)**

Off-site Committee Comments

The institution has identified six college-level general education competencies in the areas of reading, writing, speaking, listening, critical thinking, and computer literacy. These competencies are linked to specific courses. The general education competencies are associated with exemplary educational objectives (EEOs), which are included in courses syllabi. Every ten years, the institution uses the *Core Curriculum Report* (CCR) to publish its assessment of general education competencies. While the college indicates that it utilizes assessment tools such as graduation and transfer rates and CCSSE to track student success related to completion of the general education core curriculum, these are indirect measures and insufficient tools to directly measure the extent to which the institution's students are achieving general education competencies.

The *Core Curriculum Report* demonstrates that the institution's assessment process is insufficient for measuring the extent to which students achieve general education competencies. To the institution's admission, "Data for 2009-2010 is now being examined in all divisions and the reports are not fully complete…" This lag in assessment creates a time lag between data collection (assessment) and implementation of changes. Moreover, the assessment results for the communication competency, assessed in English Composition courses, uses a random sample size of 20% of student papers, which is too small to be representative of the full student population. A representative sampling off all designated courses, with sufficient sample size, is necessary to adequately assess the extent to which students have attained general education competencies.

The college indicated that in 2007, insufficient sample size existed for composition online class courses. In 2008 and 2009, adjustments were made to assess the communication competency in ENGL 1302 and yielded higher success rates. Though the percentages of students achieving success in the general education competencies measured in Math 1314, Natural Sciences, and most other course were provided, the number of students assessed was not provided. Therefore it is impossible to assess whether the sample size for the assessment of general education students adequately represent that for the student population.

Institutional Response

NTCC's General Education/Core Curriculum is currently transitioning from the existing plan that has been in place since 1994 to a new plan in response to new core curriculum requirements from the State of Texas. This new general education/core curriculum plan was approved by the Texas Higher Education Coordinating Board (THECB) in January 2012, and as required by state guidelines, NTCC's new plan must be developed and submitted by Fall 2013, with full implementation completed by Fall 2014. The procedures for reporting and implementation are still under development at the State level.

In tandem with the implementation of the new state-wide core curriculum plan, NTCC began phasing in a new instructional assessment process by developing course level student learning outcomes (SLO's) for all courses in the spring of 2011. These SLO's will provide the foundation

for assessment of the courses that will be selected for inclusion in NTCC's new core curriculum. These course level SLO's have now replaced the previous Exemplary Educational Objectives (EEO's) used in the older core curriculum/general education evaluation process. During the transition, until new core courses are selected, the SLO's will be used to assess student learning in the courses that are part of the current core curriculum. Following the implementation timeline, the first round of SLO assessments of the core curriculum courses will be completed during NTCC's 2012 in-service and will be available for review by the visiting team during the October site visit.

As specified in the NTCC Student Learning Outcomes Reporting Process, in the first round of SLO assessments, all core curriculum courses will be assessed and all students in all sections will be included. As NTCC's new plan is finalized some modifications may be made, but all core/general education courses will be assessed at least once annually and a minimum sampling threshold of 50% will be maintained. In addition to the course level assessment, NTCC will develop and assess an overarching set of "Core Competencies" in Critical Thinking, Communication Skills, Empirical and Quantitative Skills, Teamwork, Social Responsibility, and Personal Responsibility as called for by the State plan during the 2012/13 academic year.

3.7.1 The institution employs competent faculty members qualified to accomplish the mission and goals of the institution. When determining acceptable qualifications of its faculty, an institution gives primary consideration to the highest earned degree in the discipline. The institution also considers competence, effectiveness, and capacity, including, as appropriate, undergraduate and graduate degrees, related work experiences in the field, professional licensure and certifications, honors and awards, continuous documented excellence in teaching, or other demonstrated competencies and achievements that contribute to effective teaching and student learning outcomes. For all cases, the institution is responsible for justifying and documenting the qualifications of its faculty. *(See Commission guidelines "Faculty Credentials.")* **(Faculty competence)**

Off-Site Committee Comments

The Off-Site Committee has identified faculty who do not meet the Faculty Credentials guidelines as set for by the SACSCOC. A list of these faculty with explanations is provided on the "Faculty Worksheet."

Institutional Response

Northeast Texas Community College reviewed all faculty members who were listed on the Off-site Report by the committee as those lacking adequate justification or documentation to teach identified courses. The College has updated the Faculty Roster Form and provided additional documentation where appropriate for those faculty members. In addition, letters of support are provided for the following part-time faculty:

- Linda Hardy (Art)
- CJ Mohl (Physical Education/Rodeo)
- Jose Santos (Physical Education/Aikido)

3.8.3 The institution provides a sufficient number of qualified staff—with appropriate education or experiences in library and/or other learning/information resources—to accomplish the mission of the institution. **(Qualified staff)**

Off-site Committee Comments

In the documentation provided there is no clear evidence of how the institution provides adequate coverage such as having a MLS librarian available while serving multiple sites. While it appears, based on patron survey results reported that the institution does a great deal with the staff it has, even with the vacant Librarian position filled, this does not seem like a "sufficient number" of staff for an institution of this size with multiple campuses. This narrative provides no information about how NTCC determines the qualifications of the staff or opportunities available for staff professional development.

Institutional Response

Sufficient Staff

In 2009, as part of NTCC's strategic planning process, the college increased its efforts for expanding its online instructional programs and delivery capabilities. As a result of these initiatives the college's online enrollments have grown by over 40% over the past four years. To support the expansion, the College has redirected significant resources to this effort through the purchase of a hosted Learning Management System (Blackboard), online course evaluations, online catalog, and various online assessment tools. To provide the needed learning resource support, in 2010 NTCC also contracted with SirsiDynix to provide a web-based staff client for circulation and cataloging. This additional resource provides students and staff the capability of online searching the Learning Resource Center's (LRC's) catalog, placing holds, placing renewals, and checking personal account information without personal interventions by LRC staff or patrons physically having to visit the library. The SirsiDynix system also integrates cataloging library materials as part of its system, creating a more efficient work environment for library staff as well as automating the organization of library records. Because of these additional resources made available to students online, the LRC has experienced a reduction in the number of students requiring traditional face-to-face interaction, intervention, and the assistance of library staff.

As a result of reductions in funding from State and local tax base, the College has been forced to make difficult strategic decisions with regard to reductions in staffing and its ongoing operations. In the 2011/12 academic year, for example, an entire instructional program in allied health was closed and three full-time faculty and one librarian staff positions were cut as retirements occurred. The decision for not replacing the retiring librarian, who covered only afternoon and evening hours, was to a large extent based on minimal patron usage (see table below) of the LRC during the afternoon/evening hours when fewer classes are scheduled, as well as the expected impact of the additional online resources that the college has added to LRC operations. The search to fill the remaining Librarian position that is currently open due to the promotion of Ronald Bowden to the Director of the Learning Resource Center is nearing completion as several candidates have been interviewed by phone and on-campus interviews are underway. It is expected that this position will be filled during early fall semester 2012.

Evening Patron Usage in Learning Resource Center – Spring and Summer 2012

Time	Spring 2012			Summer 2012		
	Maximum Students in Library	Minimum Students in Library	Average	Maximum Students in Library	Minimum Students in Library	Average
6:00 pm	9	0	2.71	14	1	3.23
6:30 pm	4	0	1.28	7	0	1.23
7:00 pm	9	0	1.50	1	0	0.38
7:30 pm	8	0	0.91	2	0	0.15

As the table above indicates, evening activity in the library is very low. A maximum of nine students were either studying or using a computer on any day in Spring 2012 during the 6:00-8:00pm timeframe and a maximum of 14 students (a one-time class activity) utilized the library at any given time during the evening hours of Summer 2012.

LRC Resources Available at Off-Site Locations

Three of NTCC's off-site locations require only limited use of LRC services in support of the instructional programs that are offered there. The Industrial Technology Training Center (ITTC) offers only certificate level workforce programs in Industrial Maintenance and Electricity. Culinary Arts is the only program offered at the Our Place Restaurant, and the Mt. Pleasant Adult Education Center provides only Adult Basic Education/GED classes and provides those services in a facility shared with a local school district. All required learning resources for the specialized programs at each of these three locations are available on-site or online. Therefore, only two of the five off-site locations (Hanson-Sewell Center and Naples/Omaha Center) require more significant use of the resources housed at the LRC on the main campus. As the table below indicates, the Hanson-Sewell and Naples/Omaha Centers serve a relatively small number of students, many of whom are also taking classes on NTCC's main campus, and are able to conveniently access LRC resources.

Enrollments at NTCC Main Campus and Off-Site Locations

Location	Spring 2011	Fall 2011	Spring 2012
	Students Served	Students Served	Students Served
Main campus	2,407	2,539	2,310
Hanson-Sewell Center	211	242	139
Industrial Technology Training Center	16	30	32
Naples/Omaha Center	45	45	33
Our Place Restaurant	31	40	40
Mt Pleasant Adult Education Center	Non-credit, Adult Education/GED courses only in facility shared with local school district		

Staff Qualifications

Qualifications for the Director of the Learning Resource Center and Librarians at NTCC require a Master's degree in Library or Information Science from a program accredited by the American Library Association which is the general standard accepted in Texas higher education. All other LRC support staff are non-exempt positions requiring a high school diploma (with college work preferred), and two years' experience in a secretarial or clerical position, supervisory experience, and computer experience. Additional staff support is provided by 1.42 FTE student workers that assist full-time staff with basic day-to-day circulation and operational tasks.

Professional Development

The Director of the Learning Resource Center has participated in a wide array of professional development activities as indicated in the attached document. Support staff have participated in training on LRC's integrated library system, Learning Express online tutorial system training, customer service training, online tutorials for library databases, crisis intervention training, and code of ethics training, in addition to regular participation in twice-yearly campus in-service training and activities. All full-time staff also participate on various campus committees which provides them with higher education and institutional knowledge and experience.

3.9.1 The institution publishes a clear and appropriate statement of student rights and responsibilities and disseminates the statement to the campus community. **(Student rights)**

Off-site Committee Comments

The institution publishes a clear and appropriate statement of student rights and responsibilities in its 2011-2012 College Catalog on pages 43-60 and on its website. The catalog, which includes the student handbook, is published and disseminated annually. Through its website the information can also be found and is available continuously.

The institution did not provide evidence of implementation or enforcement of the policy. It should either provide such evidence or, if it has not had instances where enforcement of the policy has been necessary, it should provide a statement to that effect.

Institutional Response

Northeast Texas Community College publishes a clear and appropriate statement of student rights and responsibilities and disseminates the statement to the campus community in the Student Handbook. Examples of the application of the enforcement of the policy on student rights and responsibilities include the right to due process as evidenced in the results of a student discipline hearing and the right to privacy as evidenced by student request to opt out of directory information release.

3.11.2 The institution takes reasonable steps to provide a healthy, safe, and secure environment for all members of the campus community. **(Institutional environment)**

Off-site Committee Comments

For the past three years the auditors have noted in the institution's audit the lack of an emergency plan for the institution. In the most recent audit it was noted that the institution was in the process of developing procedures. However, there is no evidence that the campus plan has been implemented to support a safe, healthy, and secure environment.

Institutional Response

Northeast Texas Community College has developed and implemented an Emergency Preparedness Plan based on the US Department of Education "Action Guide for Emergency Management at Institutions of Higher Education." NTCC has not experienced a serious emergency requiring a coordinated response since our last reaffirmation so this plan has not yet been deployed.

The Emergency Preparedness Plan is designed primarily to respond to events which may occur on the main campus of the college which hosts a large population of students, faculty, and staff during daytime and evening hours and also includes students living in two residence halls on campus. All off-campus sites are small facilities which generally hold fifty or fewer students, faculty, and staff at any given time so arrangements have been made with local police, fire, and other emergency responders in those communities to provide assistance in the event of an emergency at those sites. These centers have been provided handheld scanners so the center directors can monitor activities of the emergency responders in their areas and make the appropriate decisions to secure the safety of students and staff in their building.

NTCC is currently conducting a "Safety and Security Audit" provided by the Texas School Safety Center which will be completed by July 30, 2012. This audit contains best practices in safety and security and it is being used to identify weaknesses in our current operation. The results of the audit will be presented to the NTCC Board of Trustees, in closed session, at the August 28, 2012, meeting at which time they will determine priority actions and a long-term plan to assure a safe and secure environment.

A campus Incident Command Team (ICT), listed in the table below, has been formed which would respond as needed in the event of an emergency:

Incident Command Team Area	Primary Responder	Secondary Responder
Incident Commander	Director of Plant Services	VP-Administrative Services
Public Information Officer	Director of Marketing and Public Relations	Executive Assistant to the President
Security/Liaison Officer	Campus Security Coordinator	Security Officer

Operations Chief	VP-Student and Outreach Services	Director of Human Resources and College Relations
Planning Chief	Director of Institutional Effectiveness and Research	Admin Assistant to VP of Administrative Services
Logistics Chief	VP for Advancement	Director of Development
Finance/Administration	Comptroller	Accountant

An initial training session was held on May 9, 2012, during which the overall emergency preparedness plan was presented and the Incident Command Team received their assignments and job descriptions for their assigned positions. Additional training sessions were held and each member of the Incident Command Team has successfully passed exams at the conclusion of four comprehensive training modules provided through the FEMA Emergency Management Institute covering the following topics:

- IS-00100.HE Introduction to the Incident Command System for Higher Education
- IS-00200.b ICS for Single Resources and Initial Action Incident
- IS-00700.a National Incident Management System (NIMS) An Introduction
- IS-00800.b National Response Framework, An Introduction

Incident Commanders have completed one additional class and will complete one more when locally available:

- ICS300 Intermediate ICS for Expanding Incidents - completed
- ICS400 Advanced Incident Command – will be completed when locally offered

In addition, all full-time employees will complete one course by the end of fall semester 2012:

- IS-00100.HE Introduction to the Incident Command System for Higher Education

The Incident Command Team will complete tabletop drills and hold a “mock emergency event” during the fall 2012 semester to apply the learning acquired through the training modules. To maintain readiness and training over the long-term, a campus-wide “mock event” will be held each long semester covering a variety of possible events that could occur. After each of these activities, performance will be evaluated and improvements made to both the Emergency Preparedness Plan and the response by the Incident Command Team as indicated.

Following are highlights from our Emergency Preparedness Plan. Northeast Texas Community College has adopted the National Incident Management System (NIMS) in accordance with the Homeland Security Presidential Directive (HSPD-5). Our adoption of NIMS will provide a consistent approach to the effective management of situations involving natural or man-made disasters, or terrorism. NIMS allows us to integrate our response activities using a set of standardized organizational structures designed to improve interoperability between all levels of government, private sector, and nongovernmental organizations.

We will employ the six components (Command and Management, Preparedness, Resource Management, Communications and Information Management, Supporting Technologies, and Ongoing Management and Maintenance) of the NIMS in all operations, which will provide a standardized framework that facilitates our operations in all phases of emergency management.

This plan is based on an all-hazard approach to emergency planning. It will address general functions that may need to be performed during any emergency situation and is not a collection of plans for specific types of incidents.

We will use our own resources, all of which meet the requirements for resource management in accordance with the NIMS, to respond to emergency situations, purchasing supplies and equipment if necessary, and request assistance if our resources are insufficient or inappropriate. The College's need for state resources will come through its normal procurement process. In times of declared local emergency or disaster declarations, local government and the regional Disaster District Chairperson at the Department of Public Safety (DPS)-Titus County will provide resources to the greatest degree possible. Northeast Texas Community College will follow §418.102 of the Government Code which provides that the county should be the first channel through which a municipality requests assistance when its resources are exceeded. If additional resources are required, then we will, as appropriate:

1. Request those resources available to us pursuant to NTCC System agreements.
2. Request emergency service resources that the City of Mt. Pleasant, Texas normally provides.
3. Request assistance from volunteer groups active in disasters.
4. Request assistance from industry or individuals who have resources needed to respond to the emergency situation.

The College will employ the Incident Command System (ICS), an integral part of the NIMS, in managing emergencies. ICS is both a strategy and a set of organizational arrangements for directing and controlling field operations. It is designed to effectively integrate resources from different agencies into a temporary emergency organization at an incident site that can expand and contract with the magnitude of the incident and resources on hand.

Northeast Texas Community College's Incident Commander is responsible for carrying out the ICS function of command managing the incident. The four other major management activities that form the basis of ICS are operations, planning, logistics, and finance/administration. For small-scale incidents, the Incident Commander and one or two individuals may perform all of these functions. For larger incidents, a number of individuals from different departments or agencies may be assigned to separate staff sections charged with those functions.

This plan addresses emergency actions that are conducted during all four phases of emergency management:

1. Mitigation
    a. We will conduct mitigation activities as an integral part of our emergency management program. Mitigation is intended to eliminate hazards, reduce the probability of hazards causing an emergency situation, or lessen the consequences of unavoidable hazards.
2. Preparedness
    a. We will conduct preparedness activities to develop the response capabilities needed in the event of an emergency. Among the preparedness activities included in our emergency management program are:

i. Providing limited emergency equipment and facilities.
ii. Emergency planning, including maintaining this plan and appropriate Standard Operating Procedures/Standard Operating Guidelines.
iii. Conducting or arranging appropriate training for emergency responders, emergency management personnel, other local officials, and volunteer groups who assist us during emergencies.
iv. Conducting periodic drills and exercises to test our plans and training.

3. Response
    a. We will respond to emergency situations effectively and efficiently. The focus of most of this plan is on planning for the response to emergencies. Response operations are intended to resolve an emergency situation while minimizing casualties and property damage. Response activities include warning, emergency medical services, firefighting, law enforcement operations, evacuation, shelter and mass care, emergency public information, search and rescue, as well as other associated functions.
4. Recovery
    a. If a disaster occurs, we will carry out a recovery program that involves both short-term and long-term efforts. Short-term operations seek to restore vital services to the College and provide for the basic needs of the College community. Long-term recovery focuses on restoring the College community to its normal state. The federal government, pursuant to the Stafford Act, provides the vast majority of disaster recovery assistance. The recovery process includes assistance to individuals, businesses, and to government and other public institutions. Examples of recovery programs include temporary housing, restoration of government services, debris removal, restoration of utilities, disaster mental health services, and reconstruction of damaged roads and bridges. A disaster event of catastrophic magnitude would be beyond our capability and it would likely impact the surrounding community.

Development and Review of the Plan

The Director of Plant Services is responsible for developing and maintaining the Emergency Management Plan. The College President is responsible for approving and promulgating this plan.

The Basic Plan shall be reviewed annually. The Director of Plant Services will establish an assignment for review of planning documents. Local Responders will be included in plan distribution and review. This plan will be updated based upon deficiencies identified during actual emergency situations and exercises and when changes in threat hazards, resources and capabilities, or government structure occur.

The Basic Plan must be revised or updated by a formal change at least **every five years**. Responsibility for revising or updating the Basic Plan is assigned to the Director of Plant Services.

3.12.1 The institution notifies the Commission of changes in accordance with the Commission's substantive change policy and, when required, seeks approval prior to the initiation of changes. *(See the Commission policy "Substantive Changes for Accredited Institutions."*) **(Substantive change)**

Off-site Committee Comments

The institution notifies the Commission and seeks approval for substantive changes. A table of prior and current substantive change notifications and approvals is provided by the institution, as well as their institutional substantive change policy, which outlines responsible parties and procedures.

The institution did not provide evidence of implementation or enforcement of the policy. It should either provide such evidence or, if it has not had instances where enforcement of the policy has been necessary, it should provide a statement to that effect.

Institutional Response

Since the adoption of the NTCC Substantive Change Policy in January 2011, the NTCC Substantive Change Committee has implemented and adhered to the policy by meeting at least three times annually to review the college's status as it relates to substantive changes. Meetings were held in March, July, and November of 2011, and February and May in 2012. Additional meetings for 2012 are scheduled for the first Tuesdays of August and November. Prior to each meeting, the Director of Institutional Effectiveness and Research prepares a summary of all courses taught at off-site locations to determine if the college is nearing the threshold of 25% or 50% of a program being offered at any off-campus site. In addition, the Director prepares a draft of the "NTCC Substantive Change Committee Checklist" which includes the current status of all substantive changes discussed at the previous meeting as well as any upcoming changes of which she is aware. These two documents form the basis for discussion at the meeting. Each person on the committee brings information about upcoming changes in his/her area of responsibility that may rise to the level of substantive change and the committee discusses them based on the SACS criteria to determine if the change meets the substantive change threshold. Any substantive changes identified are then reported to the President.

If a simple notification is the required course of action, the Director of Institutional Effectiveness and Research drafts the notification letter for the President to review and submit to the Commission. If a prospectus or additional documentation is required, the Director of Institutional Effectiveness and Research, with assistance from the Substantive Change Committee and/or other designees, prepares the documentation and submits to the President for review and approval prior to being forwarded to the Commission.

At the end of June 2012, NTCC's President notified the Commission of a change in the institution's SACS Accreditation Liaison. With the appointment of the Director of Institutional Effectiveness and Research to the role, the NTCC Substantive Change Procedures were revised accordingly and approved by the President's Cabinet on July 19, 2012.

3.13.1 The institution complies with the policies of the Commission on Colleges. **(Policy compliance)**(**Note***: Institutions are responsible for reviewing the following Commission policies and providing evidence of compliance with those that are applicable. Those that have asterisks are policies that include a federal mandate.*)

***3.13.1**. **"Accrediting Decisions of Other Agencies"**

Applicable Policy Statement. Any institution seeking or holding accreditation from more than one U.S. Department of Education recognized accrediting body must describe itself in identical terms to each recognized accrediting body with regard to purpose, governance, programs, degrees, diplomas, certificates, personnel, finances, and constituencies, and must keep each institutional accrediting body apprised of any change in its status with one or another accrediting body.

Off-site Committee Comments

The institution only provides information related to one other accrediting agency, the Commission on Dental Accreditation. Although the Institutional Summary Form gives the date of the most recent review, there is no information on the outcome of the most recent review.

Additionally, it is clear from the Institutional Summary Form that nine other programs at the college, such as Radiologic Science, Phlebotomy, and Nursing, are accredited by specific agencies, but none of which are mentioned in the narrative for this standard.

Institutional Response

In all instances, NTCC describes itself in identical terms with regard to purpose, governance, programs, degrees, diplomas, certificates, personnel, finances, and constituencies, and keeps each institutional accrediting body apprised of any change in its status with one or another. The following is a list of all NTCC programs accredited by other agencies.

Dental Hygiene Program: Accredited by the Commission on Dental Accreditation (CODA). The NTCC Dental Hygiene Program was initially fully accredited as "Approved ***without*** reporting requirements" in February of 2008. However, in February 2012, the accreditation status was changed to "Approved ***with*** reporting requirements" due to the resignation of the program director and the appointment of an interim program director. The program submitted a progress report in June of 2012 that will be reviewed in July 2012. The program is due for reaccreditation in 2013, with the self-study due in February of 2013, and site visit in April 2013.

Emergency Medical Services: The EMS/Paramedic program is currently approved by the Texas Department of State Health Services. It was last approved in May 2008 for 5 years. The program director has also initiated the accreditation process for national accreditation through the Commission on Accreditation of Allied Health Education Programs.

Medical Laboratory Technology Program: Fully accredited by the National Association for Accreditation in Clinical Laboratory Sciences in April 2008 through April 2013 (Initial program accreditation – received maximum approval length of 5 years). The program is currently

entering the reaccreditation process; has submitted its' self-study report and will have the on-site visit in November of 2012.

Physical Therapist Assistant Program: Fully accredited by the Commission on Accreditation in Physical Therapy Education in October of 2007 for 5 years. The program is currently undergoing the reaccreditation process; has submitted its' self-study report and will have the on-site visit in July of 2012.

Medical Assistant Program: Fully accredited by the Commission on Accreditation of Allied Health Education Programs in September of 2009 for 5 years (September 2014).

Vocational Nursing Program: Approved by the Texas State Board of Nurse Examiners in 2012 for 2 years. Last curriculum review approved April 2012.

Associate Degree Nursing Program: Approved by the Texas State Board of Nurse Examiners in 2012 for 2 years. Last curriculum review approved Fall 2010.

Radiologic Sciences Program: Fully accredited by the Joint Review Committee on Education in Radiologic Technology in the 2009. The program has been deactivated by the college due to funding issues (see substantial change report), is no longer accepting new students, and will finish out the current students who will graduate in December 2012. At this time the program will close, and accreditation will voluntarily be withdrawn. The program will retain full accreditation until closure of the program in December 2012.

Criminal Justice Program: Program was last evaluated and approved by the Texas Commission of Law Enforcement Officers Standards and Education in 2010 and will be reevaluated in 2015.

4.3 The institution makes available to students and the public current academic calendars, grading policies, and refund policies. **(Publication of policies)**

Off-site Committee Comments

The institution makes available to students and the public current academic calendars, grading policies, and refund policies mainly through its 2011 - 2012 college catalog (page ii - iv for academic calendars and page 39 - 42 for refunds), Student Handbook (pages 22 - 24 for grades), and its website. Website screen images dated January 22, 2012 provide evidence that the institution makes current academic calendars, grading policies and refund policies available to students and the public.

The institution did not provide evidence of implementation or enforcement of the policy. It should either provide such evidence or, if it has not had instances where enforcement of the policy has been necessary, it should provide a statement to that effect.

Institutional Response

NTCC implements and enforces both grading and refund policies as appropriate. Evidentiary documentation includes grade change petitions and refund requests.

4.8.2 The institution has a written procedure for protecting the privacy of students enrolled in distance and correspondence education courses or programs. **(Distance and correspondence education)**

Off-site Committee Comments

The institution provides written and published policy and processes to protect student privacy in various Institutional documents, including: Policy FJ (Legal) Student Records and Policy FJ (Local) Student Records, the 2011-2012 Catalog, the Faculty Handbook, and the Student Handbook. These policies cover a variety of student privacy policies, including access and destruction of student records, transfer, right to amend, and notification of rights.

The institution did not provide evidence of implementation or enforcement of the policy. It should either provide such evidence or, if it has not had instances where enforcement of the policy has been necessary, it should provide a statement to that effect.

Institutional Response

Students enrolled in distance and correspondence education courses or programs are not treated any differently than students who attend face-to-face courses on campus. The notification to all students regarding the Family and Education Right to Privacy Act (FERPA), access to student records, destruction of student records, right to amend, and notification of rights is contained in the Student Handbook and online catalog, "Access to Student Records." NTCC requires signed request for transcripts or copies of records going to anyone other than the student or another educational institution, including consent forms for disclosure to the parents of students.